Curriculum Guide (secondary)

FRENCH

as a second language

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The Department of Education acknowledges with appreciation the contributions made by the members of the Ad Hoc Committee for French to this Curriculum Guide for French as a Second Language. The Ad Hoc Committee operated under the guidance of the Secondary Foreign Languages Committee and also under the direction of the Secondary School Curriculum Board.

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NOTE: This Curriculum Guide is a service publication only.

The Senior High School Program of Studies contains the official statement with respect to individual courses. The information contained in the Curriculum Guide is prescriptive insofar as the content duplicates that given in the Program of Studies. In addition to content, however, the Curriculum Guide contains aids and suggestions which are intended for more effective implementation of the official program.

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I. INTRODUCTION

A. THE NATURE OF LANGUAGE

In attempting a definition of language, one authority suggests "... an arbitrary system or pattern of speech sounds by means of which man imparts to others, and shares with others, his thoughts, emotions and desires."[1] This definition of language emphasizes its oral aspect. From the perspective of individual acquisition of language, speaking is of primary concern, for children first learn to communicate orally. Historically, man also learned to talk and only much later did he learn to write the spoken language.

In placing an emphasis on the spoken language, it seems important for teachers to realize that initially the basic understandings in a second language are through speech. Introducing written forms too early hinders the development of the basic skills of hearing and speaking.

It is important also to recognize the significance of the arbitrary conventions of both oral and written language. Men in different language communities have agreed on different names for the same object and on different sets of sounds. Thus, there is nothing in a language that is inherently correct, and we can speak only of the need to use language appropriately according to the agreements governing usage in a particular language community.

B. WHY LEARN A SECOND LANGUAGE

The last decade has witnessed a rapid increase in the number of students enrolled in the learning of second languages in both Canada and the United States. The reasons for introducing earlier and longer sequences of second language programs were usually based on utilitarian considerations.

The justification for the learning of second languages should be predicated on a humanistic as well as a practical rationale. The

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[1]Simeon Potter, *Language in the Modern World* (Baltimore: Penguin Books Inc., 1960), page 10.

acquisition of a second language assumes that the student who is able to communicate in that language will have in his possession a substantial body of useful knowledge and skills. Of more lasting value, however, are the attitudes and insights which result from a satisfying experience in second language learning.

Effective language learning results in a broadening experience for the individual by providing him with the means of viewing the world with a different perspective as well as the means of entering into the culture of another people. In this way, language learning becomes more than just a means of attaining the communication skills.

II. OBJECTIVES

The long range goals in the study of modern languages other than English are effective communication and cultural understanding. The specific goals are:

a. To understand the language when spoken at normal speed on a subject within the range of a student's experience.

b. To speak well enough to communicate with a native speaker on a subject within the range of the student's experience.

c. To write, using authentic patterns of the language.

d. To read with direct understanding material on a general subject without recourse to English translation.

e. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

f. To understand, through the language, the contemporary values and behavior patterns of the people whose language is being studied.

g. To acquire an understanding of the significant relationships between the features of the area or country (geographic, economic, political, historical) and the language itself.

h. To develop an understanding of the literary and cultural heritage of the people whose language is studied.[2]

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[2]Adapted from Guidelines for NDEA Title III, issued by the U. S. Department of Health, Education and Welfare, Bureau of Educational Assistance Programs, January, 1965.

III. IMPLEMENTATION OF THE FRENCH LANGUAGE PROGRAM

A. RECOMMENDED PROGRAMS

The following instructional materials are recommended for use in the six-year sequential program and also for the three-year senior high school program.

AUDIO-LINGUAL MATERIALS

Longmans Canada Limited
55 Barber Greene Road
Don Mills, Ontario

AURAL-ORAL FRENCH SERIES

Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 18, Ontario

VOIX ET IMAGES DE FRANCE

Marcel Didier (Canada) Limited
1442 McGill College Avenue
Montreal 2, Quebec

B. PREVIOUS RECOMMENDATION FOR FRENCH 30

Text: O'Brien, LaFrance and Jones, *Senior French*

Suggested Course Content: Lessons 1-28

NOTE:

Senior French will be discontinued as of June 30, 1971.

C. SUGGESTED MINIMUM COURSE CONTENT

1. Suggested Course Content In The Junior High School Grades

	Minimum Coverage If Offered For Three Years	Minimum Coverage If Offered For Less Than Three Years
A-LM Level I	Units 1-14	Units 1-10
Ecouter et Parler (1968)	Units 1-12	Units 1-8
Ecouter et Parler (1963)	Units 1-15	Units 1-10
Voix et Images de France	Lessons 1-15	Lessons 1-10

2. Suggested Course Content In The Senior High School Grades

	French 11	French 10
A-LM Level I		Units 1-10
A-LM Level II	Units 15-22	
Ecouter et Parler (1968)	Units 13-16	Units 1-8
Chez Les Francais (1969)	Chapitres 1-3	
Ecouter et Parler (1963)	Units 16-20	Units 1-10
Parler et Lire (1963)	Chapitres 1-2	
Voix et Images de France	Lessons 16-25	Lessons 1-10

	French 21	French 20
A-LM Level I		Units 11-14
A-LM Level II		Units 15-18
A-LM Level III	Units 23-33	
Ecouter et Parler (1968)		Units 9-16
Ecouter et Parler (1963)		Units 11-20
Chez Les Francais (1969)	Chapitres 4-10	
Parler et Lire (1963)	Chapitres 3-9	
Voix et Images de France	Lessons 26-32 and 3 supplementary readers chosen from the 1,500 word category of the *Lire et Savoir Series.*	Lessons 11-21

	French 31*	French 30
A-LM Level II		Units 19-22
A-LM Level III		Units 23-25
A-LM Level IV	Units 34-40	
Chez Les Francais (1969)		Chapitres 1-10
Parler et Lire (1963)	Chapitres 10-14	Chapitres 1-7
Lire, Parler et Ecrire (1964)	Selected readings	
Voix et Images de France		
Premier degre		Lessons 22-32
Deuxieme degre	Selected lessons and supplementary readings	

* The content of the French 31 course should be sufficiently flexible to meet the interests and the abilities of students who have completed the prerequisite.

To attain this goal, the materials selected should reflect some consideration for the implementation of a program in which one or more of the following areas can be developed:

a. The continuation of recommended instructional materials as outlined under French 31, at teacher's discretion;

b. Canadian studies;

c. Business French;

d. Appropriate contemporary literature, including drama;

e. French language periodicals and newspapers;

f. Composition;

g. Comparative Canadian literature (comparing English and French literature on similar topics);

h. Sports and other recreational activities.

NOTE:

1. Students who have successfully completed the minimum course coverage suggested in the *Program of Studies* for the three Junior High School years or its equivalent should register in French 11.

2. Students who complete French 21 will be eligible to take the matriculation examination in French 30, in which case credit will be granted for French 30 only, provided at least a D standing is achieved. The same principle applies to students who elect to take the matriculation examination in French 30 after completing French 31.

3. All students wishing to use French 21 or French 31 as a matriculation subject must plan to take the matriculation examination in French 30.

4. Either French 21 or French 30 is a prerequisite to French 31.

5. Students may earn up to twenty credits in high school French.

D. RECOMMENDED INSTRUCTIONAL MATERIALS

To teach audio-lingual courses in French certain equipment and materials are obligatory. It is unthinkable, for example, that any of the three recommended programs could be taught without a tape recorder and the tapes which accompany the program. It is also absolutely necessary that those classes in which *Voix et Images de France* is offered have a filmstrip projector and the accompanying filmstrips. Other materials, while being highly desirable, are not absolutely essential. Other aids, although useful, are less necessary to successful teaching. Here is a priority grouping of the materials of each recommended program under the headings Essential, Highly desirable and Useful.

1. *Audio-Lingual Materials*

   a. Essential

      Student Texts
      * Classroom tapes or records
      Listening - comprehension testing tape set
      Teacher's Manual
      Tape recorder or record player
      Table and extension cord

   b. Highly desirable

      Remote control apparatus for the recorder
      Student practice records - at least one set for every five students

   c. Useful

      Dialogue posters
      Teacher's cue cards

2. *Aural-Oral French Series*

a. Essential

Student's Book
Teacher's Edition or Manual
* Tape recordings
Workbooks
Flashcards
Tests - Unit Quizzes
- Chapter Tests and Keys
Tape recorder
Table and extension cord
Transparencies

b. Highly desirable

Remote control apparatus for the recorder
Student Practice Recordings - at least one set for every five students
Films
Transparencies (prepared by the teacher)

c. Useful

Display photographs
Projectuals (when transparencies not made)
Filmstrips

3. *Voix et Images de France*

a. Essential

Filmstrips and Tapes	Premier degre (32 lessons) Lessons 1-16 or 17-32 may be bought as a set. Individual lessons are only sold as replacements for damaged tapes or strips.
Tape recorder	
Filmstrip projector	
Table and extension cord	
Daylight screen	
Teacher's Guide	*Implementing Voix et Images de France* by Mme. Colette Renard and Charles Heinle published by Chilton Books, Educational Division, Philadelphia.

b. Highly desirable

Remote control apparatus for the recorder and projector
Tapes and text of *Exercices Structuraux pour le laboratoire de langues*
Tapes and text of *Exercices sur images au laboratoire de langues*
Student records - at least one set for every five students

In order to obtain more complete information regarding specific instructional materials, teachers are urged to obtain the catalogs printed by the publishers.

* Arrangements have been made to have these classroom tapes duplicated by the Audio-Visual Services Branch of the Department of Education.

E. ADMINISTRATIVE CONSIDERATIONS

In attempting to implement a second language program which will have some impact on the students for whom it is intended, administrators and teachers need to face in a realistic manner the following concerns:

1. Time

Research by the Foreign Service Institute of the U. S. Department of State suggests that six hundred hours of classroom activity is required to achieve functional mastery of French.[3] Presently there are few schools in Alberta in which the minimum requirement of six hundred hours of exposure to a second language is attained under the conditions required in the Foreign Service Institute Schools. Functional mastery of a second language appears to be an unrealistic aim under the existing conditions. The alternative which does appear feasible, however, is the acquisition of native-like proficiency in the French language within a limited number of structures and selected vocabulary items. The development of potentially bilingual students is realistic.

2. Sequence

All second language programs should be developmental in nature, beginning with audio and oral skills. Each student should be permitted

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[3]Frank M. Grittner, *Teaching Foreign Languages* (New York: Harper and Row Publishers, 1969), page 72.

and encouraged to increase his skill and competency in communicating at different levels of the educational system. Articulation of language learning sequences is necessary between each level of the system. More attention will need to be given to individualized schedules and learning activities.

Before reaching a decision regarding the amount of time and feasible sequence which might be proposed for the French program in a school, administrators and teachers are invited to consider the following principles:

a. All interested students should be permitted to continue or to begin the study of a language other than English on a sequential basis so that progress in this language may be continued through the secondary school years.

b. Schools utilizing at least the minimum time suggested in the *Junior High School Handbook* for all of the three junior high school years, i.e. 120 minutes weekly in Grades VII, VIII and IX, should consider the 11, 21 and 31 route in the senior high grades.

c. School systems utilizing the minimum time suggested in the *Junior High School Handbook* for less than three years, i.e. 120 minutes weekly in Grades VIII and IX should consider a program which continues at the "20" level in the senior high grades. Thus the time allocated for this program at the junior high level should be of sufficient amount to permit a student entering high school to continue the study of a language other than English at the "20" level.

NOTE:

Teachers teaching a second language as a Group B option should consult the *Junior High School Handbook*, Pages 6 and 7. Group B options Notes 1 and 6 are relevant to its implementation. This option is not intended to replace the sequential programs suggested as Group A options.

3. Student Interest and Motivation

Various studies have shown that attitude towards a course, and achievement in that course are significantly related. In fact, attitude may be as important a factor as aptitude in learning second languages. Attitude towards the language is, in turn, determined by the degree of motivation. The positive attitude of the parents towards learning another language, in this case French, is probably the earliest motivational

influence the student meets. At school an enthusiastic, creative teacher will develop this potential, by making the program as relevant as possible to the students' interests. When this has been accomplished, the student is equipped and probably motivated to expand his facility in the language and his understanding of the people who use this language natively.

4. Teacher Preparation

"As is often the case, the key to success or failure of schedules - flexible or otherwise - lies with the teacher and his skill - or lack of skill - as a trained professional."[4]

If so much of the success or failure of students depends on the skill of the teacher, then the program to prepare a teacher of French must provide him with the opportunity to develop:

a. Knowledge and acceptance of the present day objectives of modern language teaching as communication, and an understanding of the methods and techniques advocated for attaining these objectives.

b. Knowledge of the use of specialized techniques, such as educational media.

c. An increasing competency in the language.

d. Some knowledge of the comparative linguistics of English and French.

e. An awareness of language as an essential element of culture and an understanding of the principal ways in which the French culture differs from our own.

5. Schedules

A review of recent literature in the field of second language learning emphasizes that in the initial stages daily exposure is most important to the effective learning of a second language.[5] If this condition is indeed necessary, teachers and administrators must seriously examine the possibilities for making daily modules of time available for the teaching of second languages.

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[4]Ibid., page 71.

[5]Allen, Glenn, Otto, *The Changing Curriculum* (Modern Foreign Languages Association for Supervision and Curriculum Development), page 36.

6. Size of Class

There appears to have been no research done which compares audio-lingual classes of 30 - 35 students, the size of class current in this province, with those of from 18 - 26, the size that is recommended in *Implementing Voix et Images de France*. The argument for smaller classes than are now prevalent must, therefore, be based on reasoned opinion and experience rather than on proven fact.

The usual argument is that students in smaller classes have a greater opportunity to speak. Supposing that during a period of sixty minutes the teacher spends thirty minutes giving instruction, asking questions, and the like; then a pupil in a class of thirty will have the opportunity to speak one minute per class. In a class of twenty, each pupil will be able to speak for one and one-half minutes. Admittedly this is one-third more time than in the larger class. However, one will never learn a second language speaking so little. Even in a very small class of six, the pupil will be able to speak only five minutes of the hour. No matter what the size the class, most answers given by pupils are whispered inaudibly, and this response compared with the correct answer provided by the teacher. To learn the second language the pupil needs to answer the multitude of questions not asked directly of him. Motivation becomes a very important factor. Smaller classes appear to give better opportunities for motivating students and for permitting the students to hear better and to respond more frequently.

7. Teacher Class Load

Teachers who teach languages by the audio-lingual or audio-visual methods work very hard. They must maintain a rapid volley of questions and strain to hear many answers. The reason for this is that initially there is very little reading or writing. Much of the work is repetitive, and it requires close attention from the teacher in order to hear mistakes and correct them. The teacher is required continuously to provide the stimulus for individual student response. In view of this, special consideration might be given to class loads allocated to teachers using audio-lingual and audio-visual materials in second languages.

IV. EVALUATION

It is essential that evaluation be in terms of the objectives of the program. The acquisition of the communication skills which result in fluency within limited structures and selected vocabulary items has been suggested as a feasible alternative to functional mastery of the language. The structures and vocabulary items of *Le Francais Fondamental, Premier Degre*. is recommended as a minimum requirement for the three-year high school program, i.e. French 10, 20 and 30.

In many school systems in Alberta, the three-year program at the high school level will be for many students the only second language program available. It is necessary, therefore, that it remain a program acceptable to students continuing in institutions of higher learning. The objectives related to the communication skills, however, remain the same; fluency within the range of structures and vocabulary learned. Such fluency at the end of the high school program includes the writing and reading of material in which the student has also achieved aural and oral fluency. Evaluation must then take into consideration progress in the skills of hearing, speaking, reading and writing. Some references have been listed in Section V of this Guide for detailed information on evaluative procedures in each of these four skills.

V. TEACHER REFERENCES

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Hayes, A.S. *Language Laboratory Facilities*. Don Mills: Oxford University Press, 1968.

Lado, R. *Language Teaching - A Scientific Approach*. Toronto: McGraw-Hill, 1964.

Lado, R. *Language Testing: The Construction and Use of Foreign Tests*. Don Mills: Longmans Canada Ltd., 1961.

M.L.A. Cooperative Foreign Tests, Levels M and L - Forms A and B in Each -
(Available for French and other languages)
Writing Test Booklets (20 per package) at $5.00 per package
Listening Comprehension Tapes at $7.00
Speaking Test Tape at $7.00
Directions for Administering and Scoring at $1.00
Handbook at $1.00
Norms Booklet at $1.00
IBM 1230 Answer Sheet at $2.40 per 100

When ordering, state language, level, form.
Order from 1947 Center Street, Berkeley, California.

Stack, E. M. *Language Laboratory and Modern Language Teaching*. Don Mills: Oxford University Press, 1966.

Valette, R. M. *Modern Language Testing*. Don Mills: Longmans Canada Ltd., 1967.

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